**Contemporary Life: School Days**

What role does school play in our lives?

Novice Range – 6 weeks, 250-minutes weekly

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| **Unit Goals** | | | | | | |
| Learners will be able to:   * Discuss their likes and dislikes with regard to school * Comment on what they need to learn and what they do to learn * Make comparisons between their school life and school life in the target culture * Comment on the importance of school and who goes to school * Comment on how children go to school and make comparisons to their lives * Share information about their school with others | | | | | | |
| **Summative Performance Assessments** | | | | | | |
| **Interpretive** | | | | | | |
| * Read school schedules from other countries and draw conclusions about similarities and differences. * Read ads or lists about school supplies and indicate what is needed. * Listen as individuals give their opinions about information related to school and demonstrate comprehension. | | | | | | |
| **Presentational** | | | | **Interpersonal** | | |
| Create a multi-media presentation that will introduce your school to other Spanish speakers. | | | | Have a conversation where you discuss school and education. Comment on what you like and don’t like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important | | |
| **Can Do Statements** | | | | | | |
| **Interpretive** | | * (L&R) I can understand details about school schedules. * (R) I can order schools supplies using an online site. * (R) I can understand statistics on who goes to school around the world. | | | | |
| **Presentational** | | * (S & W) I can talk and write about schools around the world. * (S & W) I can give simple reasons why school is important in my life and for all children. * (S & W) I can narrate a prepared script introducing my school. | | | | |
| **Interpersonal** | | * I can ask and answer simple questions about my school and schools from around the world. * I can exchange and give reasons for my opinions about school. * I can compare how I and others go to school. | | | | |
| **Supporting**  **Functions** | | | **Supporting Structures/Patterns** | | **Priority Vocabulary** | |
| Ask and give information on school subjects and schedules | | | Do you like….I like, don’t like  ordinal numbers  at what time | | school subjects  school supplies  places in school buildings  days of the week  months of the year  time  verbs associated with school  \*\*\*  A right, basic right  Dignity, education  Percent  Recess | |
| Explain what I can do to learn | | | I can…read, study, etc. | |
| Express opinions about my classes | | | adjective agreement | |
| Express what I need/don’t need | | | I need… | |
| Explain how many classes I and others have | | | how many | |
| Compare schools in different communities and in different times | | | In (Argentina) …, but here….  Prepositions with countries  Today’s schools have… Schools used to have…. | |
| Explain how they and others go to school | | | To go | |
| Recognize the rights of the child | | | All children need..  dignity, education, etc. | |
| Share information on who goes to school | | | Who goes…  \_\_% of girls go… | |
| Explain why school is important | | | Education is…  Important, essential, a right  the foundation for the future | |
| **Key Learning Activities/Formative Assessments** | | | | | | |
| Learning Experiences  *(representative samples from beginning to end of unit)* | | | How does this activity support the unit goals or performance tasks? | | | Mode of Communication |
| Open unit with video on going to school around the world, comment on how children go to school | | | Comparing school life around the world and types of transportation | | | Interpretive |
| Talk about school supplies and classroom objects in classrooms around the world | | | Comment on what students need to learn | | | Interpretive  Interpersonal |
| Compare school schedules from different cultures, number of days, months, vacation | | | Compare their school day to those of others | | | Interpretive  Interpersonal |
| Focus on school subjects – likes and dislikes. Share opinions. | | | State opinions on school, giving reasons for those opinions | | | Interpersonal |
| Discuss school schedules from around the world, talking about likes and dislikes. Come to agreement on an ideal schedule. | | | Compare their school day to those of others and use that information to create a better schedule | | | Interpretive  Interpersonal |
| Introduce UNICEF material – school is a basic right. Review statistics on who goes to school in different countries, percent of male/female. | | | Comment on the importance of school | | | Interpretive |
| Sort activities by traditional or modern, then confirm with infographic. | | | Comment on how students learn and what the need to learn | | | Interpersonal  Interpretive |
| Create script to present school to other speakers of the language | | | Share information about their school with others | | | Interpersonal  Presentational |
| **Resources** | | | | | | |
| Chinese |  | | | | | |
| French | <https://www.pinterest.com/lterrillindy/french-ecole/>  Chemins de l’école - https://www.youtube.com/watch?v=tIrK1Vc7Lek | | | | | |
| German |  | | | | | |
| Spanish | De camino a la escuela - <https://www.youtube.com/watch?v=qSkEJ_bitPQ>  <http://www.pinterest.com/lterrillindy/school-spanish/> | | | | | |